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ABSTRACT

This paper reports the progress to date and plans of the Appalachian Consortium Special Development Project, funded under Title III of the Higher Education Act. The participating institutions joined the consortium because it was felt that only through a cooperative arrangement could they overcome the limitations of inadequate resources arising from being in a depressed region and more effectively implement North Carolina's open-door policy to educate the low-income and educationally deprived populace. A 3-year plan has been adopted which will include (1) basic research in relation to short and long-range program planning, (2) implementation and evaluation of selected programs, and (3) further evaluation and possible program revision. In this first year, priority has been assigned to the following research/study areas: (1) a comprehensive community survey including a business-industrial survey; (2) development of student profile data and exchange of aggregated results; (3) follow-up studies of alumni and dropouts; and (4) image studies to determine the way programs and services are received by the community. Survey instruments used to follow-up alumni and dropouts and to assess the future plans of high school students in the area are appended. (NF)

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

Member Institutions

Asheville-Buncombe Technical Institute
Caldwell Community College and Technical Institute
Catawba Valley Technical Institute
Haywood Technical Institute
Isothermal Community College
Southwestern Technical Institute
Western Piedmont Community College
Wilkes Community College

PROGRESS REPORT NO. 1:
FIRST SIX MONTHS OF CONSORTIUM ACTIVITIES

January, 1972

JC 720 048

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APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM

PROGRESS REPORT NO. 1

A Report on Consortium Activities

during the Period of

July 1 to December 31, 1971

This Consortium, Officially Titled as the

Appalachian Consortium Special Development Project,

Has Been Funded Under Title III, Higher Education Act.

(P.L. 89-329)

Edited by

Elmo V. Roesler

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PROGRESS REPORT ON

COOPERATIVE RESEARCH PROJECTS

This consortium of eight "open-door" two-year institutions in the North Carolina Applachian Region has, on the basis of a proposal submitted in November, 1970, received funding under Title III of the Higher Education Act. This cooperative arrangement which has the official title of the APPALACHIAN CONSORTIUM SPECIAL DEVELOPMENT PROJECT began its operations on July 1, 1971. The members believe that the accomplishments of the first six months warrant publishing this progress report on consortium research and the programs being developed by the community colleges and technical institutes.

Progress has undoubtedly been fostered by the consortium management structure used for coordinating and evaluating activities. This management structure includes an Executive Committee composed of institutional members and guided in decision-making by Chairman Dr. William Richardson of the Coordinating Institution, and a Research Coordinating Committee charged with conducting all research, planning, and development activities. These committees have, in practice, interrelated successfully with subcommittees of the Planning and Development Committee at each institution. Membership on all institutional committees has been and will continue to be representative of the administrations, faculties, and student bodies.

Progress has also been made because the development of consortial activities is controlled by a <u>three year plan</u>. The plan stipulates that during the first year, 1971-72, basic research is to be conducted in relation to short and long-range program planning and evaluation. In the second

year, 1972-73, programs are to be implemented and evaluated with results being disseminated to all persons and agencies that have been concerned with the upgrading of the educational process in the consortium community colleges and technical institutes. During the third year, 1973-74, the previously implemented program activities are to be further evaluated and -- where it is considered necessary -- revised. At the end of three years, the results of consortium activities will appear in "final" reports. However, if the personnel maintain the interest and dedication they have exhibited from July 1 to December 31, 1971, the participating institutions will continue this cooperative arrangement for years to come.

The paragraphs that follow contain background information about consortium purposes, the studies now being conducted, the research procedures being used, and a description of the programs under development at each two-year institution.

Cooperative Research for Program Development and Evaluation

The 1970-71 proposal indicated that key personnel in the community colleges and technical institutes formed the consortium because they recognized the following facts:

1. Each institution has in its area the greatest potential to implement North Carolina's "open door" policy and, thus, to reach out and educate the low-income and educationally deprived populace.

2. Only through a cooperative arrangement could the institutions overcome limitations arising from an entire region being depressed and having low taxable resources; from inadequate funding for necessary research, planning, and evaluation; and from faculty and staff members not having the experience and expertise to originate, implement, and evaluate programs even though they are dedicated to the "open door" philosophy.

3. All the institutions have the same basic needs for effective development: the creation of research models and acquisition of data for institutional improvement; the upgrading of administrative and instructional staff; the increasing and enhancing of curricula and curriculum materials, especially for economically deprived and slow learners; the selecting of appropriate consultant assistance; and the need for immediate and long-range planning.

4. The eight institutions are developing and need assistance for community-based program planning and evaluation, if they are to provide more and better services to low-income and educationally deprived students.

Consortium members have recognized the need for both individual and consortium-wide community based program development, implementation and evaluation. Personnel in each institution have committed themselves to establishing, as an extension of the 1970-71 proposal objectives, program objectives related to the following priority research/study areas that have been determined by the Executive Committee: comprehensive community survey, business-industrial survey tied to the community survey, development of student profile data and a management information system to exchange aggregated results, follow-up studies of alumni and especially "dropouts," and image studies to acquire estimates of the way programs and services are received in the respective communities. All program development has been based on cooperative research effort, aimed at either educating or training the low-income and educationally deprived student, hoping to improve the quality of life in Appalachia.

The priority research areas, mentioned above, constitute the consortium-wide research program for the 1971-72 year. These studies have established a research base, enabling the institutions to identify problem areas and initiate programs that will alleviate deficiencies or enhance education/training programs being offered. To conduct self-studies

and to coordinate consortium-wide research, each institution has established either a full or part-time research coordinator's position. These researchers act as liaison persons between their institutional study groups and the coordinating efforts of the Chairman of the Executive Committee whose office is at Wilkes Community College and the consortium Research Coordinator whose office is located at Appalachian State University.

Appalachian, as an assisting institution, has its Director of Institutional Research serving as a member of the Executive Committee, its faculty in the College of Education serving as consultants, and its systems analysis staff involved in implementing management information techniques in the developing institutions. Appalachian's other commitments have included coordinating efforts in preparing consortium study instruments, conducting surveys, and analyzing results.

The idea of cooperative research for program development and evaluation includes an interchange of research knowledge between consortium personnel and other agencies. The American Association of Junior Colleges has had its representatives inputting ideas at Executive Committee planning sessions, supplying publications and research materials, analyzing consortium instrument development and data processing techniques, and attending planning meetings of individual institutions. AAJC members will also be involved, during the 1970-71 year, in consortium workshops and conferences. In regard to state community college research, consortium activities have been coordinated with offices of the Department of Community Colleges, North Carolina State Board of Education. The main thrust of these efforts involves designing consortium research studies so that the development of instruments, data analysis procedures, and a management information system may be interrelated with state research and systems plans. Cooperation with other agencies also includes communication between the Appalachian consortial group and other consortia, e.g., with the Regional Coordinator

of the Program With Developing Institutions and the Chairman of the Title III Kentucky Junior College Consortium. Since priority research concerns are quite similar, plans are underway to exchange research ideas, knowledge gained in program development and implementation, and information on problems encountered in evaluative phases.

Consortium Studies

During the first six months of consortium development, the research coordinators have concentrated their efforts on three studies: (1) Five Year Alumni Study, 1966-67 to 1970-71; (2) Community College and Technical Institute Follow-up Study of Students Enrolled for One or More Quarters, Fall, 1970 to Fall, 1971 (an attrition study); and (3) High School Students' Educational Plans and Opinions, 1971 (an image study). In describing these and other consortium studies, the research coordinators formulations regarding the writing of objectives and instrument questions, the development of study procedures, and the plans for analyzing and disseminating results have been considered as study phases and thus appropriate categories for highlighting the discussion of study activities.

Alumni study. The alumni study was initiated as a result of the August 12, 1971 Executive Committee Meeting. The research effort, designed by the committee members, had the major goal of providing the institutions with community-based program development, implementation, and evaluation. The alumni study was to be one of several integrated research investigations attempting to measure, quantitatively and qualitatively, the impact of training/education programs on community service areas.

Since it was believed that, in general, the purposes of alumni follow-up studies were not compatible with the aims of attrition studies, the research coordinators in their meetings formulated the study objectives with alumni populations explicitly in mind. These objectives, stated

below, furnished the rationale for developing the alumni study instrument.

1. To determine whether basic alumni record information is correct and current.
2. To acquire data pertaining to graduates' experiences with employment, military service, and post two-year college experience.
3. To determine whether the educational programs are considered by graduates to be adequate preparations for employment, military service, continuing four-year college experience and other educational programs, and worthy use of domestic and leisure time.
4. To obtain feedback concerning learning experiences in specific subject fields, changes that graduates would make regarding their majors, and recommendations graduates have for up-grading the administration, the teaching practices, and the use of the physical plant and equipment.
5. To determine the changes in the curriculum that graduates would recommend.
6. To establish two kinds of alumni files: (a) a data monitoring file having information that may be retrieved electronically for use by the agencies charged with keeping alumni records and (b) written records with current data on employment history and other items.
7. To provide a basis for consortium-wide sharing of certain alumni record data elements.

In hard bargaining sessions, the research coordinators reduced and refined these objectives. These sessions enabled the researchers to come to an agreement on the questions that would be used in the alumni study instrument. The completed questionnaire included items that were classified

as follows: personal information for updating alumni records, post-educational program experiences that would provide data on the progress students had made in their occupational endeavors, statements on educational experiences that were needed for alumni files, alumni evaluations on their community college and technical institute experiences, and the evaluation of programs and subject matter.

Though the research procedures that have been used in conducting consortium studies will be discussed later, it should be noted that the employment of some very basic research practices gave the group of nine research coordinators the opportunity to work together as a team and to develop the critical and systematic approach needed for research investigations. To prepare the alumni study instruments, the group examined the historic follow-up literature, including studies conducted by the consortium and other higher education institutions. Administrators, faculty and staff, and students were asked to either submit or review questions that might be used. Realizing that research studies need to be definitive, the group defined the term "alumni," described the populations, and discussed the implications of socio-economic factors on the study. Even in the early stages of the study, the researchers endeavored to relate the questions in the alumni instrument to the needs of the institutions and to the line-of-questioning in the other study instruments; accordingly, a decision was made to develop questions that would appear not only in the alumni study instrument but also in the attrition and high school image questionnaires. Though space does not permit a complete explication of all the procedures that were utilized, it is important to note that for the alumni and every other consortium study the concept of "computer packaging" would be considered; therefore, the research group requested Appalachian State University to provide assistance in establishing, in the two-year institutions, management information systems with electronic data processing capabilities.

The procedures which relate to aggregating, statistically analyzing, and reporting the alumni study responses were designed. These procedures included aggregating responses in a manner deemed appropriate for controlling information for alumni files; and provisions were made for running such computational/statistical procedures as percentages, standard error or proportion on "yes-no" responses, and chi square analyses to compare the answers received on an inter-institutional basis. For the alumni study, sampling procedures were not designed, since the objective for the consortium institutions was one of creating complete (total populations) alumni files with data processing capabilities. It was also determined that for the alumni study and all other studies, the research coordinators would invite consultants to review study results and to outline the implications of the results for institutional programs and for future studies. During the final phase of each study, the researchers agreed that, as a standard procedure, the group would decide what tables would be needed to illustrate questionnaire results and what study items would be included in the final reports.

The alumni study instrument has been administered. This spring the results will be assessed and a study report will be written. A copy of the instrument may be found in Appendix A.

Attrition study. The attrition study was also initiated as a result of Executive Committee actions. The research group, after examining the historical documents concerned with dropouts, selected three objectives for the study which sought attrition information relating to five quarters, Fall, 1970 to Fall, 1971.

1. To determine the factors which contributed to students withdrawing from community colleges and technical institutes.
2. To create a profile of conditions relating to students who withdrew from programs.

3. To ascertain what the students did during the first quarter after leaving the community college or technical institute.

These objectives were selected after the researchers decided not to obtain any data regarding the history of students' educational goals and the plans for further education in terms of both general and specific commitments.

Since the purpose of the study was to obtain characteristic attrition information for the consortium institutions, sampling procedures were used. Because of the sampling process, the personal information in the instrument has a reduced number of items; and the data collected from the personal information questions will be interpreted, statistically, as typical or a-typical of the total population. The personal information section included such items as sex, age, marital status, number of children, education/training program enrollment, number of quarters enrolled, and day-night enrollment.

In order to integrate attrition study data collection and analysis procedures with the North Carolina Department of Community Colleges (State Board of Education) methods for collecting and classifying information on dropouts, the research coordinators adopted the "termination codes" as set forth in "Administrative Memorandum No. 7-2." These codes, in twelve categories, list "reasons" for students terminating programs.

500 Dropouts

01 Academic	07 Migration
02 Dissatisfaction	08 Military
03 Employment	09 Temporary
04 Financial	10 Transportation
05 Health	11 Unknown
06 Marriage	12 Other

The group decided to expand upon these categories, presenting in the instrument arrays of "reasons" and "yes-no" type responses for each category. The group also devised, based on institutional attrition records, another category and added it to the state dropout listing. This "Family and/or Personal Circumstances" category also illustrates the kind of arrays that were developed. See Figure 1 below.

Figure 1

Example of an Array of Reasons
in an Attrition Instrument Response Category

Response Category	Reason	Not a Reason
13 Family and/or Personal Circumstances		
13A Lack of definite plans for major or career	___	___
13B Found study too time consuming	___	___
13C Too many outside or extra-curricular activities	___	___
13D Child care not available	___	___
13E Home responsibilities were too great	___	___
13F Inadequate study techniques or habits	___	___
13G Change in vocational goal; therefore, no further education/training needed	___	___
13H Feeling of failure	___	___

The statistical procedure to be applied to the response categories (as in Figure 1 above) will be the standard error of proportion. Where it is advisable, totals, percentages, and chi square analyses will be computed.

The information to be gathered concerning what students did after terminating an education/training program included such life activity items as employment, military service, wages, and the relatedness of current occupations to student program experiences.

The attrition study instrument will be administered in February, 1972. A copy of the instrument may be found in Appendix A.

High school image study. The month of January, 1972 has been selected as the time for having the research coordinators administer the high school image survey. This survey has two purposes: (1) to discover what kind of image each consortium institution has with high school juniors and seniors and (2) to obtain information on high school students' backgrounds and educational plans. Though these purposes could also be interpreted as the overall goals for the high school image survey, the researchers identified, additionally, other uses for the survey and then transposed these uses into the following objectives.

1. To assist the administrators and personnel of the community colleges and technical institutes in their attempts to establish productive communications between themselves and the high school students in the service areas.
2. To aid the recruitment efforts by examining the images that the community colleges and technical institutes have among high school students and by evaluating the students' aspirations in terms of the two-year institutions' education/training programs.
3. To develop, from the high school students' educational plans and opinions, data elements that would, through comparison with business-community survey results, have implications for immediate and long-range program planning.
4. To increase the accuracy and thoroughness with which institutional personnel predict enrollment in programs and estimate space utilization needs.

In building the instrument and writing the questions for this survey, the research group worked toward achieving the above stated objectives.

The first page of the instrument was designed so that it could be detached and used for recruitment and other purposes by the personnel in the two-year institutions. However, the consortium institutions had the option of inputting the data elements in the PERSONAL INFORMATION section into a data processing system. The important items in this section included student name, age, sex, name of high school, county, home address and phone, educational experience of parents or guardian, and post-high school plans.

When the research coordinators attempted to obtain occupational and career information pertaining to the high school students and their parents, they could discover, after reviewing other survey documents, no concise occupational array that could be used by students in selecting preferred job and career areas. Accordingly, the group identified twenty-five occupational areas that served the purpose of the study, and then they devised an alpha code for each area. For example, the agricultural occupations were listed as farming, food processing, horticulture-landscaping and greenhouses, and governmental ag-agencies. This category was then designated by the alpha codes [AG] for agriculture. The use of this occupational array provided an opportunity for high school students to quickly identify parental occupations and their career choices.

The job and career choices relating to general occupational areas were to be contrasted with student "Program Choices." Each research coordinator in the two-year institutions prepared a listing of the programs currently being offered. This sheet was placed within the instrument -- this one also being of bifold design -- so that the students could "pre-register" at the community college and/or technical institute in his/her area.

The high school image questions and statements relating to student educational plans included items, e.g., that requested students to describe

their feelings about the two-year institution, rate the quality of the institutions, identify the media that brought community college and technical institute information to their attention, and identify the grade averages earned in high school.

The plans for administering the study included pilot testing the instrument in a high school in the Haywood Technical Institute service area. It was found that the average time required to answer the questionnaire was under twenty minutes. The students indicated that they found the line-of-questioning to be relevant and the questions themselves to be clearly written and understandable. This high school student pilot group expressed its appreciation of Haywood Tech, indicating that the institution had an excellent reputation. Haywood personnel, however, discovered, even in the pilot study, that liaison between themselves and the high school students could be improved.

The procedures for the high school image survey require consortium personnel to preside over administering of the instrument in the high schools. All juniors and seniors in the service areas will be asked to complete the questionnaires. The completed forms will be utilized by various agencies in the community colleges and technical institutes. Sampling procedures have been established and will be applied to the responses. Plans have been made to aggregate and analyze the data so that each high school will also profit from having students participate in the study.

The high school image instrument has been or soon will be administered by the research coordinators. A copy of the instrument may be found in Appendix A.

Other studies. The other studies that are either planned or under development include an information system needed to manage student data, a business-community survey, and the individual programs being developed by the consortium institutions.

The research coordinators at each institution have collected and organized the data elements used by the community college and technical institute officials and agencies. A pamphlet entitled "Screening List for Organizing Student Profile Data Elements" has been prepared. As the studies, described above, are being administered, the research group plans to continue work on the student data system.

Background materials relating to a business-community survey have been collected. Documents from the local, state, and federal governments have been examined. As soon as time permits, objectives and procedures for the survey will be devised.

Each institution will utilize a community based research design to develop, implement, and evaluate programs. During the 1970-71 year, the institutions identified the following program areas: (1) recruitment-outreach programs, (2) developmental programs, (3) counseling-testing-placement programs, (4) administrative/faculty program to develop proficiency in writing behavioral objectives, (5) program to upgrade instructional methods and media, (6) fine arts and humanities programs, (7) program to "salvage" high school and two-year college dropouts and (8) faculty in-service program to create awareness of low-income, educationally disadvantaged student needs. The development of these programs has been, at the discretion of individual research coordinators, reviewed in the progress report section entitled "Consortium Institutions: Progress Report on Individual Programs."

Study Procedures

The following procedures have been considered in designing, administering, and systematically reporting the results of each study.

1. Establish a study time-line.
2. Gather and analyze the historical study documents.
3. Establish study objectives, relating them to institutional purposes.

4. Determine which elements need to be put into an electronic data processing system for local institutional, consortium-wide, and external agency use. This procedure includes implementing MIS techniques.
5. Examine alternative kinds of questions and formats.
6. Design the instrument and submit the instrument to a "pilot" review and the Consortium Executive Committee.
7. Revise the instrument, providing for inputting results into a system.
8. Send the revised instrument to the members of the consortial institutions for appraisal.
9. Develop instructions for keypunching, aggregating responses, performing statistical analyses, and determining the subject matter and format of the study reports.
10. Administer the instrument by sending out an advance letter, mailing the questionnaire, mailing a follow-up post card, and personally calling or interviewing late respondents.
11. Analyze results, employing consultants to interpret answers, evaluate study objectives and procedures, and suggest changes in future studies.
12. Utilize printouts and written records to write reports.
13. Review the whole operation in an attempt to improve the next study.
14. Disseminate either progress or final study reports to appropriate persons and agencies.

All of these procedures have been observed; however, the philosophy of the research group concerning the development and use of procedures has taken into account that research methodology, as long as it is sound, should be adaptable -- accommodating the specific objectives of each study.

CONSORTIUM INSTITUTIONS:

PROGRESS REPORTS ON INDIVIDUAL PROGRAMS

The 1971-72 and 1972-73 proposals indicated that through the consortium arrangement the institutions would collectively engage in basic research, program development and implementation, and continuous evaluation. Accordingly, the eight two-year institutions have used cooperative research efforts to identify and develop programs that are particularly suited to community needs. The individual programs of each community college and/or technical institute have been described, below, by the research coordinator representing his/her institution.

Asheville-Buncombe Technical Institute

With the impetus from Title III funding, several positive things are beginning to happen at A-B Tech.

Institute personnel are in the process of reviewing a new placement instrument...an instrument which would give us more insight into an individual as a potential student and employee, more information about his socio-economic background, more information about his needs and personal goals.

In our quest to know more about our students in order to help them to help themselves, we have held on our campus two workshops and have sent personnel to other campuses and workshops to gather input.

In October, we invited to our campus consultants on the use of the Comparative Guidance Placement Program. Through an interchange of ideas and through questions and answers, we are on the way to a group consensus and a total Institute commitment to the implementation of a new placement and advisement program.

Two of our key staff personnel were able to attend the AAJC workshop on the Low-Income Student. They returned inspired and ready to try "something different."

In November three consultants demonstrated in a workshop session the facilitator's role in group adjustment techniques. Also in attendance were personnel from other institutes within the Consortium.

But, of course, from this first year the most meaningful, long-range outcome will be the development and implementation of survey instruments. These instruments should lead us to a path through the maze of accumulated and unaccumulated data to some sort of retrievable information-producing system for administrative officers. Through the financial resources provided from these funds for release time and acquisition of expertise to design these instruments, we have for the first time a viable way to plan for tomorrow, perhaps to eliminate the mistakes of the past, and to keep pace with today.

Caldwell Community College and Technical Institute

Title III funding has enabled Caldwell Community College and Technical Institute to become more involved in many positive activities.

In an attempt to meet the needs of the disadvantaged student and the school dropout, several personnel and students of the institute attended two workshops on minority and low-income groups.

A leadershop conference for thirteen staff and faculty members was held. The purpose of the conference was to improve communications and interpersonal relationships between administration, staff, and faculty elements.

Fifteen different in-service programs involving 126 students, faculty, staff, and administration have been implemented or will be implemented this year. Six consultants have been utilized.

Two consultants visited the campus for two days to suggest administrative and instructional improvements.

The priority commitment this first year was to the planning, development and implementation of research instruments. These instruments should help direct the institute toward the goal of obtaining retrievable information which will enable administrative officials to implement the necessary programs for better recruitment and retention in our school.

Catawba Valley Technical Institute

Through Title III funding, Catawba Valley Technical Institute is presently conducting research in the areas concerning the disadvantaged student. As a result of our research a basic format has been outlined for a Developmental Studies Program in the areas of English, reading, mathematics and career orientation. This program is to be implemented during the Fall Quarter, 1972.

We have visited numerous other schools and institutes with established developmental programs in an effort to gain more insight into procedure and methodology. We have also sent both faculty and administrative staff to workshops and seminars concerning the disadvantaged student. In addition to these personal contacts, we have gathered books and materials on developmental studies from numerous sources throughout the country.

We are presently engaged in a statistical analysis of various testing instruments which we hope to utilize in the program as diagnostic tools. Consortium funds have enabled us to employ the use of Appalachian State University's Computer Center in developing these analyses.

In addition to the developmental program, we are also engaged in the research of various survey instruments which will provide us with valuable information to be used in future planning.

The knowledge learned and the experience gained through the research provided by the funds will enable us to better serve our present students and help insure that our future students will be afforded the best educational opportunities possible.

Haywood Technical Institute

The personnel at Haywood Technical Institute are in the process of an overall upgrading of our institution. During the week of December 13, we are planning a workshop for our instructors. During this workshop period, we hope to have an interchange of ideas and question and answer periods in an effort to make all instruction more relevant. We expect to get many new ideas from the survey instruments we have developed in the Appalachian consortium.

The first week in December, the first survey instrument (five-year alumni study) was mailed. When these forms are returned, we should have an insight into some of our basic curricular needs. In January we are planning to conduct the image study of our institute. Also in this month we will begin our follow-up study of our drop-out problems.

Being a two-year open-door institution, we have both unique problems and those shared by other colleges. Through the consortial activities, we are hoping to find some kind of a common denominator to help us solve some of our many problems and, accordingly, meet the educational needs of all the people. The research coordinator has made numerous visits to other institutes in an effort to determine more explicitly how some of the common problems are being solved.

Isothermal Community College

Although the results of the four surveys planned are not all in, Isothermal Community College has already established some direction in its

efforts to develop and improve our programs. The Title III consortium has made this possible.

Several programs, already underway at Isothermal, are tied directly to the consortium. The research coordinator is conducting the surveys, approved by the participating institutions. Preliminary work has begun on the development of a slide-tape program to be used to recruit students. Plans are underway to arrange for a campus visit by each high school teacher in the Isothermal Community College service area. This is part of a long-range public service and image improvement project which has great potential.

Visits to the campus by consultants, together with visits of Isothermal faculty to other campuses and to key workshops, are all important to developing institutions. Three English instructors at Isothermal attended a meeting of the National Reading Association in Tampa in late November, 1971. They feel there are projects that our institution can sponsor which will help to improve programs here.

The long-range objectives at Isothermal Community College are to see a general improvement of the instructional process and programs. Special emphasis shall be placed on the programs: (1) fine arts and humanities, (2) occupational counseling, (3) educational media, and (4) recruitment.

Isothermal will present a fine arts series (including concerts and lectures) at the campus which would be available to citizens of the community as well as students.

The Vocational Department of Isothermal Community College will conduct a systematic upgrading of the instructional materials for their departments.

A film and slide-tape presentation will be developed for use in freshman orientation classes and for recruiting students. These can also be altered for use in public relations areas.

An occupational counselor would be involved in occupational recruitment, public relations, job placement, guidance testing, placement interviews, as well as counseling.

Another program in which much effort has already been expended, is an improvement of the guidance program, including a conference to be held for high school counselors in the Isothermal service area.

With the results of the surveys in early 1972, we hope to have a better idea of the direction Isothermal Community College will be taking. Preliminary results show that while we are doing an adequate job, there is room for improvement. We are prepared to make the changes deemed wise and proper and to apply statistical evidence -- program evaluations that will help us to change goals, determine new directions, and reach clearly defined objectives.

Southwestern Technical Institute

Southwestern Technical Institute's participation in the Title III Appalachian Consortium Special Development Project thus far has been productive.

The five consortium-wide research projects in which we are participating will provide Southwestern with valuable information -- information that will furnish a sound basis for evaluating the achievement of objectives and that will produce the indications needed for planning future program development and course offerings.

Southwestern Technical Institute is attempting through the consortium to investigate current instructional methods and then develop new

innovative methods of instruction. Information is being gathered and faculty workshops have been held on methods that will allow the student to move through a course of study at his own pace. Removing the strongly structured traditional teaching methods should allow the Institute to serve effectively and economically a wider variety of needs.

A special class called Developmental Studies is in its second year of operation having great success with disadvantaged and handicapped students.

Southwestern Technical Institute has recently been funded to organize a Cooperative Education Program. A Cooperative Education Coordinator has been employed and is working to develop the commercial art and recreation technology curriculum into cooperative education programs.

The consortium, thus far, has provided Southwestern with help it has needed to create a comprehensive educational program, plan special projects, and provide new course offerings.

Western Piedmont Community College

Two major foci of effort have concerned our institution under the Title III proposal. These are local projects and research.

The greater activity has been directed toward research. The general plan is to determine how well we are serving our clientele past (graduates and dropouts), present (those currently enrolled) and future (potential students in our area). Additionally, we seek information to enable us to better provide for the educational needs within our geographical area. Research accomplishments to date have been mainly confined to planning and development of data gathering instruments.

Local project activity has been directed toward planning and the continuing development of the math, reading, and guided studies programs. In these programs we are utilizing math, reading, and guided studies

laboratories. Our staff members are gathering ideas, observing the programs of others, and refining these local projects.

Inputs from our research activities are expected to provide information of great value in evaluating our effectiveness and in aiding further planning and development.

Wilkes Community College

Title III funding has produced a diversity of opportunities for creative change and directed growth. Wilkes Community College will continue to utilize Title III funds to promote planning and development in educational and administrative functions.

In the period covered by this report, the college has made progress in many areas.

An institutional research coordinator has been appointed and given release time to coordinate the college's consortial activities.

A commitment to achieve accountability has been made by the faculty. To support accountability methods, a workshop was held in November, 1971 by consultants with expertise in the writing of performance objectives; and Dr. Robert Lahti, President of William Rainey Harper College, conducted a workshop on management by objectives (MBO) in December, 1971.

The college is participating in basic data acquisition in areas of concern as identified by the Consortium Research Committee. Data acquisition is a preparation necessary for the establishment of a management information system. The MIS model will consist of an in-house data-monitoring system, utilized in conjunction with an electronic data retrieval system to be housed at Appalachian State University.

An analysis of the college's developmental reading program has been done and tentative inferences drawn. Conclusions await further data collection and analysis.

An identification of and commitment to programs to be supported by Title III funds has been made. Implementation will begin in fiscal year 1972-73.

Plans for a Cultural Lyceum Program, slated for full implementation during the 1972-73 academic year, have been initiated.

The preceding is an indication of the impact that Title III funding has had on the College. The report is, by no means, all inclusive.

SUMMARY

The consortium members believe that the progress made in conducting studies, in establishing or modifying programs, and in planning to meet the education/training needs of Appalachian communities in North Carolina, may be attributed to the following conditions.

1. That the personnel in the two-year institutions have actively supported the cooperative arrangement in the hope that the consortium activities would help, substantially, to improve education/training opportunities for Appalachia's low-income and educationally deprived populace.
2. That a consortium plan for COOPERATIVE RESEARCH FOR PROGRAM DEVELOPMENT AND EVALUATION constitutes the best means the developing institutions have for identifying and then providing programs and services for low-income and educationally deprived students.
3. That the Executive Committee and Research Coordinators Committee have determined the cooperative research objectives and the institutional programs to be developed. These committee members have, in team efforts, sought to achieve the research objectives and improve programs by conducting both consortium and institutional studies.

Consortium activities, scheduled for the first six months of 1972, include (1) completing and assimilating the results from the alumni, attrition, and high school image studies; (2) developing the institutional programs to be implemented during the 1972-73 academic year; and (3) writing the individual study and program reports and the Progress Report No. 2.

Consortium personnel hope that Progress Report No. 1, as a summary of COOPERATIVE RESEARCH FOR DEVELOPMENT AND EVALUATION activities, has been interesting to all persons in higher education and especially those who are planners and administrators of education/training programs in "open-door" institutions.

The presidents of consortium institutions, together with the program and research coordinators, would appreciate receiving the reader's comments and suggestions regarding the consortium studies and the institutional programs. Accordingly, the names, addresses, and telephone numbers of consortium personnel have been placed in the Master Correspondence List in Appendix B.

FIVE-YEAR ALUMNI STUDY

of

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE STUDENTS

1966-67 to 1970-71

Do not write in this column

Numbers on the sides of the pages refer to card columns for keypunching. They have no meaning in regard to requested answers on the questionnaire. In answering the questions, please follow directions as carefully as possible, completing each question as directed. The information you give will be treated as confidential with answers being used for group analysis. Thank you.

PERSONAL INFORMATION

Please check and/or change the recorded information and provide the data required. Do not fill in sections reserved for codes.

SOCIAL SECURITY: _____ - ___ - _____ STUDENT IDENTIFICATION #_____ [5], [14]

YOUR NAME:

_____ [20]
(last name) (first name) (middle initial) (maiden)

Women who married after leaving this institution should indicate their maiden names.

SEX: Male ___ 1, Female ___ 2 (45)

DATE OF BIRTH: __ __ 1 __ __ [46]
(month) (year)

HOME ADDRESS AND PHONE:

_____ _____ _____ [__ __] [51],[66],[78]
(street address or route & box#) (city) (state) (code)

_____ [__ __ __] _____ ___ - _____ [5],[8],[13]
(county) (code) (zip) (phone)

FAMILY INFORMATION:

Marital Status: single ___ 1, married ___ 2, divorced ___ 3, widowed ___ 4 Number of children: _____ (20),[21]

EDUCATIONAL RECORD:

Program completed: _____ in 19__ . [__ __ __ __] [23],[25]
(year) (code)

CURRENT EMPLOYMENT INFORMATION ON YOUR MAJOR JOB:

_____ _____ [29],[54]
(name of employer or business) (street address or route & box #)

_____ _____ [__ __] ___ ___ - ____ [66][78][5][10]
(city) (state) (code) (zip) (phone)

_____ [17]
(title or job classification of present position)

(MORE ON NEXT PAGE) 30

Appalachian Developing Institutions Consortium
Research Coordinator's Office
Appalachian State University
Boone, North Carolina 28607

POST-EDUCATIONAL PROGRAM EXPERIENCES

EMPLOYMENT:

1. What is your present employment status?

   Full-time Job Arrangements
   - One full-time job ____ 1
   - Two full-time jobs ____ 2
   - One full-time and one part-time job ____ 3
   - One full-time and two or more part-time jobs ____ 4

   Part-time Job Arrangements
   - One part-time job ____ 5
   - Two or more part-time jobs ____ 6
   - Unemployed ____ 7

2. How necessary was the degree or diploma you received at this institution in regard to obtaining your present, major position?
   - Required ____ 1
   - Very necessary ____ 2
   - Helpful ____ 3
   - No help at all ____ 4
   - Question, not applicable ____ 5

3. How necessary is your degree or diploma in regard to keeping your present, major position?
   - Required ____ 1
   - Very necessary ____ 2
   - Helpful ____ 3
   - No help at all ____ 4
   - Question, not applicable ____ 5

4. If you are employed outside your field of preparation, why?
   - Waiting for job in field ____ 1
   - Did not like field ____ 2
   - Other ____ 3
   - Question, not applicable ____ 4

5. Note the weekly salary ranges listed below -- and then use the appropriate number (1 - 9) to indicate salaries related to your present major position.

   (1) - $49 (4) $150 - $199 (7) $300 - $349
   (2) $50 - $99 (5) $200 - $249 (8) $350 - $399
   (3) $100 - $149 (6) $250 - $300 (9) $400 -

   Beginning Salary ____
   Current Salary ____

6. In connection with your present major position, if you are currently involved in a formal training program, please indicate the type of program.
   - Apprenticeship program ____ 1
   - Management trainee program ____ 2
   - Supervisory training program ____ 3
   - Specialized technical training ____ 4
   - Other: _____ ____ 5
   - None/Question, not applicable ____ 6

7. If you work at a second job, is it related to your training at this institution?
   - Yes ____ 1
   - No ____ 2
   - None/Question, not applicable ____ 3

Do not write in this column

1. (42)
2. (43)
3. (44)
4. (45)
5. (46)
   (47)
6. (48)
7. (49)

8.

10.

ADDIT

1. Y t

2.

Do not write in this column

1. (42)

2. (43)

8. How did you find your first job after completing your educational experience at this institution?

Had it before graduation	____	1
With school's help	____	2
Through an employment agency	____	3
Found it myself	____	4
Went into military service	____	5
Other: _____	____	6
Not yet employed	____	7

9. If not presently employed, why are you out of work?

Waiting for job in the field	____	1
Obtaining more education or training	____	2
Dissatisfied with previous job and looking for work in another field	____	3
Housekeeping	____	4
Other	____	5
Question, not applicable	____	6

Do not write in this column

8. (50)

9. (51)

3. (44)

4. (45)

10. Do you wish to have help at this time in obtaining or in changing jobs?

Yes	____	1
No	____	2

11. Indicate the average number of employment hours spent per week while you attended this institution.

Less than 10	____	1
10 - 19	____	2
20 - 29	____	3
30 - 39	____	4
40 or more	____	5

10. (52)

11. (53)

ADDITIONAL EDUCATIONAL EXPERIENCES

1. Your educational experience since completing your program at this institution could be described as, (check all appropriate answers)

a. A transfer student to a four-year college or university*	____	1	d. A student at this institution	____	1
b. A graduate of a four-year institution*	____	1	e. None	____	1
c. A student in another two-year institution*	____	1	f. Other: _____	____	1

*List additional educational experience items:

Name of Institution	(codes)	Date	Degree
_____	_____	From: 19 __ __ To: 19 __ __	____
_____	_____	From: 19 __ __ To: 19 __ __	____

1.
a. (54)
b. (55)
c. (56)
d. (57)
e. (58)
f. (59)

5. (46)
(47)

6. (48)

7. (49)

[60][66][68][70]
[72][78][5][7]

2. If you have transferred to a four-year institution, estimate your grade point average for the following periods (using 4.0 as A, 3.0 as B, 2.0 as C, 1.0 as D).

First quarter or semester	__ . __ __
End of the junior year	__ . __ __
End of the senior year	__ . __ __

3. If you have taken courses at other institutions, did you find the course work to be

Superior to	____	1
Equal to	____	2
Inferior to	____	3
Not really comparable to the course work at this institution.	____	4

2. [9]
[12]
[15]

3. (18)

(MORE ON NEXT PAGE)

4. While enrolled in this institution, did you use the services of the counseling staff after the first quarter?

Yes ____ 1
No ____ 2

5. Was the quality of counseling given well directed and helpful?

Yes ____ 1
No ____ 2

Do not write in this column

4. (19)
5. (20)

6. Your department chairman/faculty advisor was --

Not helpful ____ 1
Helpful ____ 2

6. (21)

7. Note the rating scale below and evaluate the faculty --

(1) Excellent
(2) Good
(3) Fair
(4) Poor

Knowledge of subject matter ____
Quality of teaching ____

7. (22)
(23)

8. If you lost credit by transferring to a four-year institution, state the the reason for the credit loss:

No comparable course ____ 1
Switched fields ____ 2
Limit on transfer of credits ____ 3
Four-year institution would not accept credits ____ 4
Other ____ 5
Question, not applicable ____ 6

8. (24)

ALUMNUS EVALUATION OF EDUCATIONAL EXPERIENCE AND TRAINING

GENERAL EVALUATION

Remembering the quality of program you completed, would you recommend this institution to your friends?

Yes ____ 1
No ____ 2

Comments: _____

(25)

EVALUATION OF SPECIFIC COURSES

1. What courses in your program benefited you most?

Subject	Reasons	(codes)
1. _____	1. _____	_ _ _ _ _
2. _____	2. _____	_ _ _ _ _
3. _____	3. _____	_ _ _ _ _

1.
1. [26]
2. [31]
3. [36]

2. What specific subjects did you find of little value?

Subject	Reasons	(codes)
1. _____	1. _____	_ _ _ _ _
2. _____	2. _____	_ _ _ _ _
3. _____	3. _____	_ _ _ _ _

2.
1. [41]
2. [46]
3. [51]

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

PLEASE PLACE THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE AND RETURN IT. THANKS AGAIN!

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

FOLLOW-UP STUDY OF STUDENTS

Enrolled During One or More Quarters

Fall, 1970 to Fall, 1971

Numbers on the sides of the pages refer to card columns for keypunching. They have no meaning in regard to requested answers on the questionnaire. In answering the questions, please follow directions as carefully as possible, completing each question as directed. The information you give will be treated as confidential with answers being used for group analysis. Thank you.

PERSONAL INFORMATION

Please check and/or change the recorded information and provide the data required. Do not fill in sections reserved for codes.

YOUR NAME:

_____ [6]

(last name) (first name) (middle initial) (maiden)

Women who married after leaving this institution should indicate their maiden names.

SEX: Male ____ 1 (30)
Female ____ 2

AGE _____ [31]

HOME ADDRESS AND PHONE:

_____ _____ _____ ____ [33][42][53]

(street address or rural route) (and box number) (city) (state) (code)

_____ ____ _____ ___-____ [55][58][63]

(county) (code) (zip) (phone)

Appalachian Developing Institutions Consortium
Research Coordinator's Office
Appalachian State University
Boone, North Carolina 28607

FAMILY INFORMATION WHILE ATTENDING INSTITUTION:

Marital Status: single ____ 1
married ____ 2
divorced ____ 3
widowed ____ 4

Number of children: _____ (70)[71]

EDUCATIONAL RECORD:

Program in which you were enrolled: _____ ____ [73]

(code)

Number of quarters you attended this institution: _____ [77]

Did you attend mainly day or night classes?

Day ____ 1
Night ____ 2 (79)

(MORE ON NEXT PAGE)

QUESTIONS

1. Listed below are various reasons that a student might give for withdrawing from a community college or technical institute. You are asked to respond to each item, checking it as a "Reason" or "Not a Reason" for your withdrawing from the educational/training program at this institution.

	Reason 1	Not a Reason 2	
01 Academic			
01A Lack of ability to do work required	___	___	(6)
01B Secondary school preparation was poor	___	___	(7)
01C Low grades	___	___	(8)
01D English	___	___	(9)
Found study 01E Reading	___	___	(10)
too difficult 01F Mathematics	___	___	(11)
01G Major curriculum area	___	___	(12)
02 Dissatisfaction			
02A Dissatisfied with courses	___	___	(13)
02B Dissatisfied with schedule	___	___	(14)
02C Dissatisfied with instruction	___	___	(15)
02D Could not get desired program of studies	___	___	(16)
02E Department chairman/faculty advising was inadequate	___	___	(17)
02F Examinations were unreasonable	___	___	(18)
02G Instructors lacked interest in students	___	___	(19)
02H Instructors lacked knowledge of subject	___	___	(20)
02I Dissatisfied with general school environment	___	___	(21)
02J The institution was too impersonal	___	___	(22)
02K I did not find enough social life	___	___	(23)
02L The students were not my type	___	___	(24)
02M Counseling services did not help	___	___	(25)
02N Institutional rules and regulations were unreasonable	___	___	(26)
02O Grading system was unfair	___	___	(27)
02P Courses were not challenging to me	___	___	(28)
02Q Selected the wrong program	___	___	(29)
03 Employment			
03A Job interferred with studies	___	___	(30)
03B Obtained a job	___	___	(31)
04 Financial			
04A Lack of funds for school expenses	___	___	(32)
04B Lack of funds for transportation	___	___	(33)
04C Lack of funds for living expenses	___	___	(34)
04D Desired but could not obtain financial assistance	___	___	(35)

	Reason 1	Not a Reason 2	
05 Health			
05A Personal health problems	___	___	(36)
05B Illness in family	___	___	(37)
06 Marriage			
06A Marriage changed my education/training plans	___	___	(38)
06B Engaged and not presently planning to continue education/training	___	___	(39)
07 Migration			
07A I moved out of area	___	___	(40)
07B Family moved out of area	___	___	(41)
08 Military Service	___	___	(42)
09 Temporary			
09A Needed a temporary break from studies	___	___	(43)
09B Personal circumstances made it necessary to leave my education/training temporarily	___	___	(44)
10 Transportation (needed transportation but none available)	___	___	(45)
11 (This answer category used by the State of North Carolina. Please do not respond to it.)			(46)
12 Other, please specify: _____	___	___	
13 Family and/or Personal Circumstances			
13A Lack of definite plans for major or career	___	___	(47)
13B Found study too time consuming	___	___	(48)
13C Too many outside or extra-curricular activities	___	___	(49)
13D Child care not available	___	___	(50)
13E Home responsibilities were too great	___	___	(51)
13F Inadequate study techniques or habits	___	___	(52)
13G Change in vocational goal; therefore, no further education/training needed	___	___	(53)
13H Feeling of failure	___	___	(54)

Using the above list, give only numeric-alpha numbers (such as 01A, 02A, etc.) of the three reasons which most influenced your leaving this institution.

Most important reason ___ [55]

Second reason ___ [58]

Third reason ___ [61]

2. Why, in your own words, did you leave this institution?

_____

_____

(MORE ON NEXT PAGE)

3. Under what circumstances would you return?

_____

_____

4. What did you do during the quarter after you left this institution? (CHECK ONLY ONE) — 4. (64)

- Attended another educational institution ____ 1
  Name of institution:
  _____
  _____
- Entered military service ____ 2
- Found employment ____ 3
- Looked for a job ____ 4
- Housewife ____ 5
- Traveled ____ 6
- Not much of anything ____ 7
- Other: _____ ____ 8
  _____

5. Was the first job you obtained after leaving this institution related to the education/training you received here? — 5. (65)

- Yes ____ 1
- No ____ 2
- No job (question not applicable) ____ 3

6. Indicate the average number of employment hours spent per week while you attended this institution. — 6. (66)

- Less than 10 ____ 1
- 10 - 19 ____ 2
- 20 - 29 ____ 3
- 30 - 39 ____ 4
- 40 or more ____ 5

7. If not presently employed, why are you out of work? — 7. (67)

- Can't find a job ____ 1
- Obtaining more education or training ____ 2
- Dissatisfied with previous job and looking for work in another field ____ 3
- Housekeeping ____ 4
- Other ____ 5
- Employed (question not applicable) ____ 6

8. In connection with your present major position, if you are currently involved in a formal training program, please indicate the type of program. — 8. (68)

- Apprenticeship program ____ 1
- Management trainee program ____ 2
- Supervisory training program ____ 3
- Specialized technical training ____ 4
- Other: _____ ____ 5
- No job (question not applicable) ____ 6

9. Note the weekly salary ranges listed below -- and then use the appropriate number (1 - 9) to indicate salaries related to your present major position. — 9.

(1) 0 - $49 (2) $50 - $99 (3) $100 - $149 (4) $150 - $199 (5) $200 - $249 (6) $250 - $299 (7) $300 - $349 (8) $350 - $399 (9) $400 -

Beginning Salary ____ (69)

Current Salary ____ (70)

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

PLEASE PLACE THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE AND RETURN IT.

THANKS AGAIN!

HIGH SCHOOL STUDENTS'

EDUCATIONAL PLANS AND OPINIONS

Relating to the Area

COMMUNITY COLLEGE AND/OR TECHNICAL INSTITUTE

Dear Student:

_____ is an "open-door" two-year institution serving the educational needs of this area. This questionnaire has two purposes: (1) finding out what kind of image this institution has with high school juniors and seniors and (2) getting information on your background and educational plans. Your cooperation in completing this survey form is appreciated. All responses will be treated confidentially. Thank you.

DIRECTIONS

1. In those instances, where the question requests a written statement, please print.
2. Where you are directed to make a check mark, please do so firmly and neatly.
3. Do not fill in sections reserved for codes.

PERSONAL INFORMATION

Do not write in this column

YOUR NAME _____ (last name) _____ (first name) _____ (middle initial)

NAME OF HIGH SCHOOL _____ [6] [25]

(code)

COUNTY _____ [31]

(code)

GRADE: Junior ___ 11 Senior ___ 12

SEX: Male ___ 1 Female ___ 2

AGE: _____ [34](36)[37]

HOME ADDRESS AND PHONE

_____ (street address or route & box number) _____ (city) [39][49]

_____ (state) code _____ (zip) _____ - _____ (phone) [59][61][66]

EDUCATIONAL INFORMATION

Use the scale listed below and then indicate the highest grade completed by your parents or guardian.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Father ___ [73]

Mother ___ [75]

Guardian ___ [77]

What do you plan to do immediately after you finish high school?

Enter a two-year college or technical institute ___ 1

Enter a four-year college or university ___ 2

Enter military service ___ 3

Get a job ___ 4

Become a housewife ___ 5

Undecided ___ 6

Other: _____ ___ 7

(79)

(CONTINUE WITH THE QUESTIONNAIRE)

Appalachian Developing Institutions Consortium - Office Research Coordinator Appalachian State University Boone, North Carolina 28607

QUESTIONNAIRE

Do not write in this space

Name of High School: _____ (code) [6]

Grade: Junior ___ 11 Senior ___ 12 [12]

QUESTIONS

1. Note the occupational items listed below, and then, using codes (AG, etc.), indicate career choices for the following:

Your father's or guardian's occupation ___ [14]

Your mother's occupation ___ [16]

Your career preference ___ [18]

[AG] Agriculture
- Farming
- Food Processing
- Horticulture-Landscaping & Greenhouses
- Gov't Agencies

[FR] Forestry
- Private Forest Land Management
- Lumbering & Saw Mills
- Gov't Agencies

[PF] Professions
- Doctors & Dentists
- Lawyers
- Ministers
- Teachers
- Others

[EG] Engineering
- Architect
- Professional Engineers
- Drafting-Blueprinting
- Other Technologies

[AD] Advertising-Commercial Art
- Advertisement Management & Writing
- Commercial Art
- Other

[BS] Business
- Management-Supervisory
- Accounting
- Sales-Distributing Marketing
- Insurance

[SC] Secretary-Commercial
- Supervisory
- Bookkeeper
- Secretary
- Cashier
- Office Machine Operator (not data processing)
- Clerical
- Other

[DP] Data Processing
- Systems Management (analysis, etc.)
- Programmer
- Keypuncher
- Machine Operator
- Maintenance
- Other

[HM] Hotel-Motel
- Management
- Employee

[RS] Restaurant Services
- Management
- Cook
- Waiter-Waitress
- Other Services

[DS] Domestic Service
- Maid
- Gardner

[CB] Cosmotology-Barbering
- Beautician
- Barber

[HS] Health Services & Social Work
- Nurse - RN
- Nurse - LPN
- Medical & Dental Assistant
- HS Administrator
- Other Health Services (e.g., hospital attendant)
- Social Worker
- Other

[BC] Building-Construction Trades
- Carpenters
- Painters
- Plumbers
- Electricians
- Roofers
- Metal Working
- Welding
- Masonry

[TR] Truckdrivers

[AM] Auto Mechanics

[SR] Services
- Cab Drivers
- Delivery Services

[MA] Manufacturing
- Supervisory
- Machine Operator
- Maintenance
- Inspectors
- Other

[NP] Newspaper-Printing
- Management
- Printer
- Editor-Reporter
- Machine Operator
- Maintenance
- Other

[CM] Communications
- Radio
- Television
- Telephone

[GA] Government Agencies
- Federal Agencies (not agriculture & forestry)
- Military Service
- Postal Services
- Police
- Fireman
- Other state and municipal employees

[ET] Entertainment Media (musicians, actors, etc.)

[LT] Leisure-Time
- Recreation Director
- Recreation Worker

[HW] Housewife

[UP] Unemployed

2. Which of these items best describes your educational plans?

- Dropout before completing high school ___ 1
- Graduate from high school only ___ 2
- Graduate from a two-year junior college ___ 3
- Graduate from a community college or technical institute ___ 4
- Graduate from a 4-year college or university ___ 5
- Go into military service and learn a trade ___ 6
- Other:_____ ___ 7

3. I have heard my friends say that the institution is --

- Excellent ___ 1
- Good ___ 2
- Poor ___ 3
- Don't know ___ 4
- Never heard of the institution ___ 5

Do not write in this column

2. (20)
3. (21)

4. Check the items which best describe your feelings about going to this institution when you finish high school.

- a. I don't feel prepared to go beyond high school ___ 1
- b. I would like to go beyond high school but will need to work ___ 1
- c. My parents are encouraging me to get educational training beyond high school ___ 1
- d. After high school, I plan to attend this institution ___ 1
- e. I plan to continue my educational training beyond high school but not at this institution ___ 1
- f. I am uncertain of career plans but will select this institution until I decide otherwise ___ 1
- g. My family thinks this institution is a good school to attend ___ 1
- h. I think I will need educational training beyond high school, but not two years. ___ 1
- i. My parents think going to this institution would be a waste of time ___ 1
- j. I don't know much about what courses and programs are offered at this institution ___ 1

4. [22]

5. Is this institution more or less expensive to attend than the four-year colleges?

- More ___ 1
- Less ___ 2
- Don't know ___ 3

6. My major course emphasis in high school is...

- College Preparatory ___ 1
- Business Vocational ___ 2
- Technical-Vocational ___ 3
- General Education ___ 4

5. (32)
6. (33)

7. Your grades in high school have been close to --

- An "A" average ___ 1
- A "B" average ___ 2
- A "C" average ___ 3
- Below a "C" average ___ 4

7. (34) & (35)

And you would consider your grade average good enough to attend this institution.

- Yes ___ 1
- No ___ 2

8.

10.

12.

14.

16.

17.

Do not write in this column

8. Have you been informed by representatives of this institution about programs and offerings?

Yes ____ 1
No ____ 2

8. (36)

9. Indicate the high school person who has most strongly suggested that you attend this institution.

Homeroom teacher ____ 1
Teacher ____ 2
Counselor ____ 3
Principal ____ 4
Friend ____ 5
None ____ 6

9. (37)

10. What is your present employment situation?

Employed full-time ____ 1
Employed part-time ____ 2
Not employed ____ 3

10. (38)

11. Is there anyone in your family who is attending or who attended this college?

Yes ____ 1
No ____ 2

11. (39)

12. From which of the following have you heard of or about this institution?

a. Institution Catalog or Brochure ____ 1
b. Television ____ 1
c. Radio ____ 1
d. Newspaper ____ 1
e. Billboards ____ 1
f. None of these ____ 1

12. [40]

13. Give the approximate one-way distance from your home to the institution campus.

1 - 5 miles ____ 1
6 - 10 miles ____ 2
11 - 15 miles ____ 3
16 - 20 miles ____ 4
21 - 25 miles ____ 5
26 - 30 miles ____ 6

13. (46)

14. If you attended this institution, would you use a car to drive to and from the campus?

Yes ____ 1
No ____ 2

14. (47)

15. What is your opinion about this college?

I like it ____ 1
I do not like it because ____ 2
_____
_____
I have no firm opinion ____ 3

15. (48)

16. Indicate which of the following most closely approximates your family's income per week?

(1) - $49 (4) $150 - $199 (7) $300 - $349
(2) $50 - $99 (5) $200 - $249 (8) $350 - $399
(3) $100 - $149 (6) $250 - $299 (9) $400 -

Family Income per week ____

16. (49)

17. If you continue your education beyond high school, who will bear the expense?

You will ____ 1
Your parents ____ 2
You expect to receive an athletic scholarship ____ 3
You expect to receive an academic scholarship ____ 4
You will pay part and your parents will pay the rest ____ 5
You will need a scholarship ____ 6

17. (50)

(MORE ON NEXT PAGE)

18. Assuming that you might attend this institution, note on the separate, enclosed sheet the educational programs available and then indicate your program preference with the appropriate code:

First Program Choice ____
Second Program Choice ____
My Choice Not Listed: ___X
Specify _____

Do not write in this column

18. [51] [55] (59)

19. Place check mark(s) by the factor (s) that influenced the educational program choice you made in #18 above.

Persons at this institution
- a. Instructor ____ 1
- b. Counselor ____ 1
- c. Student ____ 1

Persons at your high school
- d. Instructor ____ 1
- e. Counselor ____ 1
- f. Student ____ 1

- g. Your personal interests influenced your program choice ____ 1
- h. Opportunity to take an educational program that may lead to a good job ____ 1
- i. Other:_____ ____ 1

19. [60]

20. Check all the items you think describe the reputation of this institution.

- a. People think this institution is a good one. ____ 1
- b. People think this institution is a place to get an inexpensive education. ____ 1
- c. People think the instructors at this institution want to help the students. ____ 1
- d. People do not like what they have heard about the instructors at this institution. ____ 1
- e. People think that this institution offers courses that are needed and are helpful to the student. ____ 1
- f. People think this institution offers courses which are neither needed by nor helpful to the students. ____ 1
- g. People generally think of the instructors at this institution as being more capable. ____ 1

20. [69]

21. How long a program of training would you be willing to take if you thought you would then get a good job?

- Less than 6 months ____ 1
- Up to 12 months ____ 2
- Up to 2 years ____ 3
- More than 2 years ____ 4

22. Did you mind answering the questions in this survey?

- Yes ____ 1
- No ____ 2
- Some of them ____ 3

21. (76)

22. (77)

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

NOW THAT YOU HAVE FINISHED, GIVE THIS FORM TO THE PERSON ADMINISTERING THE SURVEY.

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